Eastern Illinois University
New Course Proposal
JOU 3300, Publication Design

Please check one:  ☒ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: Journalism 3300
2. Title (may not exceed 30 characters, including spaces): Publication Design
3. Long title, if any (may not exceed 100 characters, including spaces): Publication Design
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 2-2-3
5. Term(s) to be offered: ☒ Fall  ☒ Spring  ☐ Summer  ☐ On demand
6. Initial term of offering: ☒ Fall  ☐ Spring  ☐ Summer  Year: 2008
7. Course description (not to exceed four lines): The introductory study of principles and practices of headline writing, of selecting and editing photos and graphics, and of layout and design of pages for newspapers, magazines, newsletters and brochures.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. JOU 2950
   c. Who can waive the prerequisite(s)?
      ☐ No one  ☒ Chair  ☒ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status: ☒ Course may not be repeated.
      ☐ Course may be repeated to a maximum of _______ hours or _______ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: NA
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: NA

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA

10. Grading methods (check all that apply): ☒ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☐ lecture  ☐ lab  ☒ lecture/lab combined  ☐ independent study/research
    ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will be able to demonstrate
   • skills in evaluating and selecting stories for publication with a sensitivity to diverse cultures and populations;
   • skills in using type effectively;
   • skills in using appropriate design principles to create effective publications;
   • skills in selecting, cropping and sizing photographs and graphics for publication;
   • how a communication objective is effectively manifested in the design of published material;
   • skills in using appropriate computer software to create publication designs.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      • EIU graduates will write and speak effectively.
      • EIU graduates will think critically.
      • EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   1) Exams assessing student knowledge and skills involving news judgment, typography and principles of effective design; (2) In-class and out-of-class assignments involving the design of newspaper and magazine pages, of brochures and of newsletters. Some assignments will require revision.

3. Explain how the instructor will determine students’ grades for the course: Exams—20%; Brochure Project—20%; Newsletter Project—20%; Magazine Project—20%; Newspaper Project—20%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: NA
   b. Describe how the integrity of student work will be assured: NA
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   d. course objectives; NA
   e. projects that require application and analysis of the course content; and NA
   f. separate methods of evaluation for undergraduate and graduate students. NA

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *)
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Each week represents two 100-minute class periods.

Week 1: Introduction to design; review of definition of design and aspects of product, purpose and readers; Quality in publication design will be defined by reaching the desired audience, fulfilling the stated objective, creating design based on design principles, and by exhibiting adequate technical skills; introduction to pagination software terms and basic commands.

Week 2: Extensive work with the principles of design; review of definitions and examples of contrast, repetition, alignment, and proximity in business cards, advertising, posters, magazines and newspapers. Students continue an introduction to computer applications with exercises designed to practice simple application of design principles.

Week 3: Introduction to typography; basic definitions such as serif, sans serif, x-height, justification and leading are presented to students. Concepts of legibility and readability discussed. Basic concept of focal point discussed. Students will also work with graphics and photos. Students work with typefaces on computer application exercises.

Week 4: Students learn about the basic parts of a brochure and study the general guidelines of brochure production, including basic layouts, language, and mandatory information required in such a publication; students will analyze brochure samples.

Week 5: Dedicated lab work centers around the creation of a brochure. Students apply design principles and typography knowledge to the design of the publication. Project is critiqued by instructor.

Week 6: Newsletter layout, design and guiding principles presented. Formats discussed and set up on computer. Basic rules of headline writing covered, including structure, grammar, and layout.

Week 7: Students analyze newsletter samples. Students begin newsletter layout and design project.

Week 8: Newsletter layout and design project continues. Project is critiqued by instructor.

Week 9: Analysis of modern magazine design. Students will learn about current magazine layouts and templates, extensive analysis of examples and audience.

Week 10: Continued work on magazine design. Students will create their own magazine layout.
Week 11: Continued work on magazine design. Students will create their own magazine layout. Project is critiqued by instructor.

Week 12: Concepts of newspaper design and how it differs from and is similar to magazines, newsletters; historical look at evolution of newspaper pages; comparison of front pages, inside pages, feature pages.

Week 13: Continued discussion of basic vocabulary of newspaper design such as modular design and elements of text, photos, headlines, cutlines; how to draw a dummy page. Practice in set-up and pagination of newspaper pages.

Week 14: Students apply principles of design to a newspaper broadsheet or tabloid page project.

Week 15: Students apply principles of design to newspaper broadsheet or tabloid page project. Newspaper projects are critiqued by instructor.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. This course will replace two courses currently in the catalog that will be eliminated: JOU 3301 and JOU 3302. Design expertise is an important journalistic skill. This course will help the department meet one of the 11 learning objectives required by our national accrediting body (understand concepts and apply theories in the use and presentation of images and information). The course also will serve as a prerequisite for already existing advanced classes in design and new media.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. NA
   b. If the course or some sections of the course may be technology delivered, explain why. NA

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

Since the course requires writing and editing skills acquired in 2000-level courses, the 3000-level designation is appropriate.

3. If the course is similar to an existing course or courses, justify its development and offering.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. This course replaces JOU 3301 and JOU 3302. Both courses will be eliminated.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. As noted above, two similar courses--JOU 3301 and JOU 3302--will be deleted.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. The course will be required in four of the major's seven concentrations: design, editing, new and emerging media, and public relations.
b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. NA

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. Program changes have been submitted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Elizabeth Viall and Brian Poulter

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. NA

2. Additional costs to students: None

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent.

PART VII: APPROVALS

Date approved by the department or school: September 26, 2007

Date approved by the college curriculum committee: October 10, 2007

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: November 8, 2007